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Effects of Socialization During the Elementary Student Teaching Practicum on Pre-Service Teachers' Application of Theories and Practices Learned in the Professional Teacher Education Program

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EFFECTS OF SOCIALIZATION DURING
THE ELEMENTARY STUDENT TEACHING PRACTICUM
ON PRE-SERVICE TEACHERS' APPLICATION OF
THEORIES AND PRACTICES LEARNED IN
THE PROFESSIONAL TEACHER EDUCATION PROGRAM

BY

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B.A. Physical Education, University of Northern Colorado, 2000
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DISSERTATION

Submitted in Partial Fulfillment of the
Requirements for the Degree of

Doctor of Philosophy

Physical Education, Sports and Exercise Science

The University of New Mexico
Albuquerque, New Mexico

August, 2009

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ABSTRACT

Socialization is the process of gathering knowledge and constructing it in a social context. This gathering of knowledge is often acquired formally through an educational process or informally by interaction with other people (Capel, 2007). A physical education teacher goes through a socialization process where beliefs, attitudes, behaviors, and teaching philosophies are influenced.

The purpose of this study was to examine how pre-service teachers' application of theory and practice learned during the professional teacher education program was influenced by aspects of socialization while immersed in the student teaching practicum. Data were collected using a variety of qualitative techniques and analyzed using standard interpretive methods. Results revealed three major themes; 1) experiences in the

recruitment phase and professional phase of the socialization process may have a profound influence, whether negative or positive, on how new practice and theory learned during the PETE program is applied during the student teaching practicum, 2) the transfer of theory learned during the PETE program to a realistic, practical educational setting may be greatly influenced by the environmental aspects and cooperating teacher at the student teaching placement and 3) the exiting theories of socialization may have a relationship with the theory of the conceptual change process. Implications for physical education suggest PETE programs need to address student misconceptions in order to assure transfer of quality physical education theories and practices to the student teaching practicum.

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Chapter 1

Introduction

Socialization is the process of gathering knowledge and constructing it in a social context. This gathering of knowledge is often acquired formally through an educational process or informally by interaction with other people (Capel, 2007). A physical education teacher goes through a socialization process where beliefs, attitudes, behaviors, and teaching philosophies are influenced.

Wright, McNeil, and Butler (2004) suggest when individuals enter the educational process they go through distinct phases of socialization. There are three phases identified: recruitment, professional socialization, and occupational socialization. The experience individuals have during the K-12 portion of education comprises the recruitment phase. The professional socialization phase includes experiences individuals have when entering, going through, and exiting the training process of teacher education. Finally, occupational socialization is comprised of the experiences teachers have when awarded a job and begin working as an independent physical education teacher in a school setting.

Professional socialization is comprised of the time candidates spend in a pre-service teacher education program that offers training in regards to the art of teaching. Wright, McNeill and Butler (2004) suggest coursework in higher education, including course study, early field experiences and student teaching, has a large influence on the perceptions of students in physical education programs. Lawson (1986) suggests the general goals of a pre-service educational program are to help students develop beliefs and a basic understanding of the culture of the subject, foster a new self-image in recruits, and bring into the program only those who are qualified to succeed in the program.

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It is during the professional socialization phase that future teachers are indoctrinated into the culture of the professional teacher. Often the focus of this indoctrination is based on the philosophy and areas of expertise of the faculty within the physical education teacher education (PETE) program. This comprised philosophy and expertise guides the development of content and prescribed course work for the students enrolled in the PETE program. Pre-service teacher candidates must take a specified number of classes to prepare them to deliver a high quality physical education program (Lund & Tannehill, 2005). The components of 'high quality physical education,' however, may differ from one PETE program to another based on the philosophy of the faculty in the program. In order to encourage continuity in PETE programs, national and state teacher competencies have been constructed to help faculty develop programs that encourage future teachers to utilize practices and theories that meet the diverse needs of today's students. Programs may utilize state teacher competencies to guide the development of instructed content, preparing future teachers to align instruction with state or national standards and address components such as quality assessment and diversity. In theory, this 'design down' philosophy of using state or national teacher competencies to guide the development of teacher curriculum will result in the utilization of practices and theories that promote a higher quality level of physical education. For example, many current programs guided by state or national teacher competencies offer a diverse collection of curricular models to pre-service physical education teachers as a new framework of best practice and theory. Kulinna (2008) identified new and contemporary curricular models into four categories: 1) games and sports, 2) individual and social development, 3) fitness and wellness, and 4) interdisciplinary. These new models incorporated standards based

methodology, diversity and authentic assessment in order to aid the development of skills, attitudes, beliefs and knowledge of students. Moreover, these current curricular models were more effective at meeting national and state physical education standards, which was a major component of best practice and theory within a PETE program.

In contrast, faculty members of some PETE programs may display an understanding of state teacher competencies but neglect to take such competencies into consideration when developing instructional content for future physical education teachers. Although such a program may lead to the development of a basic understanding of physical education, it may not develop the future physical educator in a holistic fashion with a working knowledge of the spectrum of teaching styles (Mosston & Ashworth, 1990), curricular models or assessment techniques necessary to meet the every changing need of today's students. Some PETE programs attempt to meet the diverse needs of students through sport oriented curricular models. Such models allow students to experience a wide variety of different activities in the realm of sports and fitness. In theory, this model lends itself to meeting the various goals of a physical education program. However, sport oriented curricular models have recently received criticism for a lack of depth and inability to meet the needs of all students in the physical education class (Siedentop, 2007).

In response to the criticism of existing ineffective theories and practices in physical education, PETE programs began to address a new paradigm of best practice and theory through a program model that included curriculum and instruction courses, pedagogical content knowledge courses, and practice in field placements to help develop quality future physical education teachers (Lund & Tannehill, 2005). Curriculum and instruction

courses help students better understand how to plan, incorporate, and assess appropriate instruction for physical education classes. Courses informed through pedagogical content attempt to illustrate how theory lends itself to practice in physical education. Field placements that were offered exclusively during the student teaching practicum in past programs are now offered in earlier portions of the PETE process, allowing pre-service teacher educators to observe physical education classes in public and private schools. All of this theoretical and practical preparation leads to the student teaching experience where the pre-service teacher candidate is allowed to practice using the skills and techniques learned during the PETE coursework.

When required course work is completed in a PETE program, the pre-service teaching candidate enters the field experience portion of the teacher education process (Schempp & Graber, 1992). This field experience, often referred to as student teaching, is the final act of preparation in becoming a full assumption professional teacher. Many students claim they learn to teach on a more realistic level during their student teaching experience (Zeichner, 1980). However, studies show that many of these student teachers fail to understand how pre-service field experiences connected to actual teaching and instruction in a school setting (Curtner-Smith, 1996 Graber, 1995; Zeichner, 1980). As a result, some of these pre-service students mimicked the practices and activities of the cooperating teacher without recognizing that these practices and routines were not reflective of those taught and professed by the PETE program (Colton & Sparks-Langer, 1993).

Problem Statement

Few studies address whether socialization during the student teaching practicum directly affects a future physical educator's application of best practice and theory. Some argue the student teaching phase in the PETE process is a key element to the success or failure of future educators (Zeichner, 1980). The student teaching process is the first opportunity for a pre-service physical educator to fully incorporate the practices and theories learned during the PETE program into daily lesson plans and instruction. Therefore, understanding whether exposure to socialization during the student teaching practicum affects the application of practice and theory as promoted by a PETE program is important to explore in order to help with future success of student teachers.

Study Purpose

The purpose of this study was to investigate the impact of socialization on physical education teacher candidates' application of theories and best practices learned within the professional teacher education program during the student teaching process. Two physical education student teachers participated during an eight-week long elementary practicum experience. Interviews were conducted with both student teachers, their cooperating teachers, the university supervisor, and the program coordinator in order to ascertain evidence of socialization.

Research Questions

1. What evidence is there that socialization occurred during the student teaching practicum?

2. What changes in application of theory and best practice as learned within the

professional teacher education program occurred due to socialization during the student teaching practicum?

Study Significance

Socialization during the student teaching process has not been richly investigated. The focus of this investigation considered whether socialization negatively or positively affected pre-service teacher's application of best practice and theory as promoted by the PETE program. This study established a relationship between best practice or theory and the socialization process during the student teaching practicum. The findings offered insight as to how PETE programs may deter the possible detrimental effects socialization can have on applied practice and theory of future physical educators.

Limitations

The study proposal was limited by the following:

1. The findings of this research cannot be generalized because the sample was not random and the size of the sample only included two participants.

2. There was possible researcher bias as the lead investigator was the only person who collected and analyzed data.

Delimitations

1. The questions were piloted in order to strengthen the validity of the qualitative process of this study.

2. PETE faculty placed student teaching participants with cooperating teachers that had reflective beliefs, attitudes and dispositions in the realm of physical education in order to encourage an environment for growth and development.

Chapter 2

Literature Review

Teacher Socialization

Teacher socialization is an area of research that explores the process an individual goes through when pursuing a career in the field of education (Danziger, 1971). There are three areas of teacher socialization research defined as functionalist, interpretive, and critical. The functionalist approach of research in teacher socialization tries to provide explanations of how socialization affects sociological aspects of the individual. These explanations are informed through observation of how the individual relates to what the researcher regards as important elements of the social structure (Burrell & Morgan, 1979). In other words, it is the elements the researcher believes that are most important that are documented in research studies.

The interpretive paradigm in teacher socialization is best known for its contribution of phenomenology and ethno-methodology. Unlike the functionalist approach, the interpretive approach informs its research through what the participant perceives, attempting to understand what the individual is experiencing (Burrell & Morgan, 1979). For example, a study conducted by Hutchinson (1993) observed a group of high school aged students who were interested in pursuing a career in physical education. The study examined the reasoning and characteristics of why the students decided a career in physical education would best fit them. There was no intention of explanation, simply the goal of understanding why the students believed physical education was a good career choice.

The critical approach to socialization is concerned with studying issues of race, gender, equality, freedom and other contemporary issues. Like the functionalist approach, the critical paradigm attempts to explain how the individual reacts to teacher socialization (Burrell & Morgan, 1979). Unlike either approach however, the critical approach is focused on ascertaining the effect of socialization specifically on personal and societal issues, such as the effect of socialization on gender equity.

It is important to understand all of the research in teacher socialization is informed through one of these distinct paradigms because they affect the choice of methodology, the intent of the questions asked to participants, and the way the results are presented in research regarding teacher socialization. Moreover, these three paradigms acted as the vehicle for seminal and present research in the domain of teacher socialization and are important to note as a historical piece in the pursuit of understanding the process of socialization.

Forms of Socialization

There are five suggested forms of socialization identified by Lawson (1988), which include societal socialization, sport socialization, professional socialization, organizational socialization, and occupational socialization. Societal socialization is the influence upon an individual's way of thinking and behaving while traveling through the various phases of the social system. Interactions with people, places, things and ideas will have a constantly changing effect on the individual's beliefs and philosophies.

Sport socialization is the process of how an individual defines sport through development of skill and knowledge in the domain of sport. Sport socialization is comprised of two varying entities, which are socialization into sport and socialization via

sport. Socialization into sport is when the individual chooses to participate in a certain activity and then learns those activities skills. Socialization via sport occurs when the individual makes a choice to pursue something more than just the sport itself, such as a pursuing a career as a sports writer or physical education teacher.

Professional socialization occurs when a person enters a specific career field and acquires the knowledge, skill set, and philosophies required to excel within the career domain. In regards to physical education teachers, this means the individual will learn practice and theory in order to deliver a quality educational experience to students.

Organizational socialization is similar to professional socialization except the values and knowledge learned during this phase is more social in nature, teaching the individual how to act, which beliefs to adopt and ultimately, how to work socially in the professional environment. A good example of organizational socialization in the physical education setting is the bureaucratic system of a department. A new teacher will need to adapt to the department environment in order to work successfully with other physical education teachers.

Occupational socialization is the culminating effect of all forms of socialization. For instance a new physical education teacher went through sport socialization when finding interest in sport then journeyed onto professional socialization in the form of a physical education teacher education (PETE) program. During the completion of a teaching degree, a physical education teacher candidate goes through organizational socialization with peers and other physical educators during the field experience. Finally, the physical education candidate receives the first full assumption teaching position and has to begin to work with other full time physical education teachers. Therefore, the

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occupational socialization phase is a culminating socialization experience that includes all of the experiences of socialization phases being utilized to succeed in a real educational setting.

Recruitment, Professional and Occupational Socialization

Over the past few decades of socialization research, these original kinds of socialization have developed into the crux of teacher socialization, paring down to three major categories; recruitment socialization, professional socialization and occupational socialization.

Wright, McNeil, and Butler (2004) suggest that when individuals enter a physical education setting, they go through distinct phases of socialization. There are three phases identified: recruitment, professional socialization, and occupational socialization. The recruitment phase is defined by the experiences that shape a persons beliefs and philosophies while growing up. The professional socialization phase includes experiences a person encounters when entering, going through, and exiting the training process of teacher education. Occupational socialization, the final stage of the socialization process, is comprised of the experiences a teacher has when he or she is awarded a job and begin working as an independent physical education teacher in a school setting.

Recruitment

There are a variety of viewpoints from researchers about how influences of teachers in the recruitment phase effect individuals entering the education profession. In his seminal study of teacher socialization, *Schoolteacher*, Lortie (1975) suggests all people, including teacher recruits, have served an "apprenticeship-of-observation," as they have been watching and learning from teachers since they began school. Since the

average student has attended school for at least 13 years, they have already developed preconceived notions as to what a positive classroom atmosphere should entail. Since experience is often more powerful than theory, teacher preparation programs will have a difficult time breaking beliefs and stereotypes developed by teachers entering pre-service teacher education programs.

Similar to Lortie (1975), Hutchinson (1993) suggests the recruitment phase of socialization starts from the time we enter our first years of education. During this 12-15 year period, essential life skills are being developed such as common sense and learning how to socialize with peers and instructors. This time in education offers the opportunity to develop beliefs about education by experiencing them first hand. The successes and failures endured during this time in the educational system will undoubtedly affect what each student will ultimately choose to do with his or her life. For those who decide to pursue a career in higher education in order to become educators, this time will lay the foundation of what the individual believes quality education should look and feel like.

Professional

Professional socialization is the time that an individual spends in a higher educational setting or undergraduate program that teaches the individual how to be a teacher. When addressing professional socialization, Wright, McNeill and Butler (2004) suggest higher education, including course study, early field work and student teaching, have a large influence on perceptions of students in physical education programs. Instructors at the higher education level believe the general goals of a pre-service educational program help each student develop beliefs and understand the basic culture of

the subject, try to foster a new self-image in recruits, and bring into the program only those who seemed qualified to succeed in the program (Lawson 1986).

There exist two major pieces of the professional component of pre-service teacher education programs; campus based education and field based education. Campus based education programs strive to offer knowledge and skills to future educators in order to assure the incorporation of a quality program when the pre-service teacher enters full assumption teaching. There is strong evidence that these pre-service teacher education programs have little influence on the pre-service teachers because of the influences from the recruitment phase of socialization (Curtner-Smith, 1996; Graber, 1995; Solomon, Worthy & Carter, 1993). Crow (1988) found the identity the individual brought into the pre-service teacher education program was similar three years after entering a full assumption teaching position. This identity included practices learned during the recruitment phase that did not reflect the theory or practice as professed by the pre-service teacher education program.

The field based component of a pre-service teacher education program is when the teacher candidate leaves the college setting in order to work in a "real world" teaching setting as a student teacher. Incorporation of material and ideas learned during the pre-service educational process into a real educational setting seems to be dictated by factors such as how the knowledge was delivered by teachers at the undergraduate level, the impression and experience obtained while student teaching, and how much or how little the cooperating teacher helped and influenced the student during the student teaching process (Graber, 1995). Some of these ideas are supported in recent research conducted by Wright, McNeill and Butler (2004) where a cooperating teacher, while

working with a student teacher, was not comfortable advising the student teacher on a

Tactical Games for Understanding Approach (TGFU), and even asked the student teacher

not to use the TGFU when teaching classes even though it was a model the student

teacher was taught during the undergraduate experience. This study suggests that

although cooperating teachers are likely interested in new curriculum models, they are

hesitant to let student teachers use them because the lack of understanding the

cooperating teacher has about the new models will hinder their ability to offer feedback

and suggestions.

Student teaching should be considered the culminating experience for those

leaving a pre-service teacher education program in most areas (Tabachnick & Zeichner,

1985). Many students claim they learn to teach on a more realistic level during their

student teaching experience. However, studies show that many of these student teachers

fail to understand how experience during their pre-service teacher education program

connects to actual teaching and instruction in a school setting (Colton & Sparks-Langer,

1993)**.** These students also tend to mimic the practices and activities of the cooperating

teacher without recognizing that these practices and routines might not reflect what the

pre-service teacher education program professed.

As far back as the early and late 80's, Zeichner (1980) and McIntyre (1983)

suggested the research in the area of socialization and field experience was weak. This

sentiment is still supported by some researchers today (Ayers & Housner, 2008; Graber,

1996) which suggests various relationship aspects between the pre-service teacher

education program and field experience need further investigation.

Occupational

This is the final stage of socialization when the student officially is awarded the title of physical educator and steps into the first year of full time, independent teaching. Solomon, Worthy, & Carter (1993) suggest that occupational socialization carries with it four main issues: marginalization of a subject (whereby physical education is regarded as less important than other academic subjects), role conflict (when teachers realize they have many roles to fulfill other than that of teacher), reality shock (when they realize that they are not in an optimal teaching setting with incredibly motivated students), and wash-out effect (when novices discard what they learned at the university and revert to teaching in a way they themselves were taught). Templin (1989) followed an experienced physical educator and noted the teacher was frustrated by having to play roles other than just being a physical education teacher, experienced a lack of support from other staff members, and spent more time addressing management issues than teaching. The existence of marginalization, reality shock, wash-out and role conflict is important to note in current research because it undermines the goals of PETE programs to train future physical education teachers to offer a high quality, effective physical education program.

Seminal research supports these current findings regarding occupational socialization. Lawson (1986) described occupational socialization as the influences which guide and shape an individuals' involvement with a particular occupational group. Much research has been conducted on predominately classroom teachers regarding issues of socialization (Huberman, 1989; Lortie, 1975; Veenman, 1984). However, the research completed on socialization in physical education has indicated that occupational socialization in physical education is often more complex an issue than for many

classroom teachers because of the existence of marginalization and lack of support from administration. Moreover, many physical education programs are expected to host a much larger number of students per class than other disciplines, thus further challenging a physical education teacher to deal with management issues. This is supported by Locke (1992), who noted that student teachers in physical education confront realities of management that teachers in subjects such as math and science will never deal with due to acceptance of large numbers of students in physical education settings. Since student teachers in physical education are coming from programs that utilize teaching small classes of peers enrolled in PETE programs, many student teachers will likely encounter a reality of large class sizes for which they have not been prepared. The bridge between student teaching and the first year of teaching may be the initial point where reality shock and wash-out occur but more research will be necessary to establish this possible link.

Best Practice and Theory

The paradigm of physical education has shifted in the past decade in order to meet new educational standards set by national and state entities. The National Council for Accreditation of Teacher Education (NCATE) and the National Association for Sport and Physical Education (NASPE) have all played a role in changing the face of physical education at the national level. NCATE standards require physical education teacher education (PETE) programs to "provide outcome-based evidence that candidates have achieved the knowledge, skills, and dispositions needed to be effective teachers" (Ayers & Housner, 2008, p. 1). NASPE established beginning teacher standards and guidelines to assist PETE programs in developing curriculum and instructional practices. The combination of accountability from NCATE and strong beginning teacher standards as

set by NASPE have led to the development of high quality, effective physical education teacher programs. The goal of PETE programs is to incorporate NASPE beginning teacher standards in order to assure future physical education teachers develop the knowledge and skills necessary to implement quality physical education programs in public and private school settings.

Although past PETE programs offered strong pedagogical content, they often failed to address important issues such as effective curricular models, technology, social responsibility and diversity. One such model often criticized for its lack of these important elements is the multi-activity model (Cothran, 2001). The multi-activity model is comprised of a framework offering multiple sport and movement activities, the purpose being to provide students with an opportunity to learn and participate in a variety of sports. This model alone is not effective in educating students holistically and, although there are many smaller curricular pieces that could be added to the multi-activity model to encourage greater quality, many physical education teachers do not know how to implement them, resulting in an ineffective model of education (Cothran & Ennis, 1997; Evans, 1992). The failed practices in physical education is cause for the current drive to exchange current practice with new, higher quality, more effective practices and theories.

The current education program at the University of New Mexico, which encompasses the PETE program, has NCATE approval and utilizes NASPE beginning teacher standards and suggested practices as a vehicle to deliver a high quality physical education curriculum and instructional practices to future physical education teachers. Students graduating from the PETE program must meet NASPE beginning teacher

standards in order to graduate with a teaching licensure in the area of physical education. These requirements meet the quality standards as set by NCATE and NASPE.

Socialization and Best Practice and Theory

Previously discussed research suggests teacher socialization occurs at all levels of an individual's educational process, including the professional phase where a curriculum and instructional methodology are professed to the future educator as the correct way to deliver knowledge and substance to students. As previously discussed, socialization exists during the student teaching practicum (Huberman, 1989; Lortie, 1975; Tabachnick & Zeichner, 1984; Veenman, 1984) in the classroom environment. This review has also addressed the effect of socialization on PETE programs and the teaching of practice and theory (Colton & Sparks-Langer, 1993; Curtner-Smith, 1996; Graber, 1995; Solomon, Worthy & Carter, 1993). There exists a gap in the research in regards to if socialization directly effects the application of practice and theory by a student teacher during the student teaching practicum. The relationship between socialization and application of practice and theory during the student teaching practicum is important to understand in order to prepare PETE programs and future physical education teachers how to differentiate between positive and negative socialization. This ability to identify and understand how socialization might affect delivery of practice and theory learned during the PETE program will allow student teachers to be cognizant of negative and positive forms of socialization, which may ultimately lead to less wash-out, role conflict, marginalization and reality shock. In turn, this may encourage the use of practices and theories learned during the PETE program, which may ensure the application of best practice and theory for the duration of a career in physical education.

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Chapter 3

Methodology

Few studies addressed whether socialization during the student teaching practicum directly affected a future physical educator's application of best practice and theory. Zeichner (1980) suggested the student teaching process was the first opportunity for a pre-service physical educator to fully incorporate the practices and theories learned during the PETE program into daily lesson plans and instruction. Therefore, understanding whether exposure to socialization during the student teaching practicum affected the application of practice and theory as promoted by a PETE program is important to explore in order to help with future success of student teachers.

Qualitative Inquiry

Qualitative inquiry was the utilized research platform for this study because of the exploratory nature of this subject. If a variable is hard to define or a theory is hard to explain a qualitative approach will offer a new perspective to obtain data and come to conclusions that might help the researcher better understand a topic. Furthermore, this study was best informed through qualitative inquiry because the research did not lend itself to the statistical, number based nature of quantitative statistics.

There are many ways of conducting studies qualitatively. Creswell (1998) suggests there are five major traditions of qualitative inquiry: biography, phenomenological study, grounded theory, ethnography and case study. This study utilized grounded theory. The typical setting for a grounded theory study is one where subjects interact or engage in a certain activity. During this interaction, the researcher might gather data through interviews, direct observation, or interaction with individuals.

The researcher then attempts to derive a theory from the research by analyzing the data. This analysis will usually start with a formation of categories found during the research process by exploring the data for themes. These themes are then coded in order to find some kind of larger central theme.

Grounded theory does have its disadvantages. First, the researcher must not come into the study with an expected outcome. Arriving at a site to observe subjects with a pre-conceived notion of what might occur may produce bias when collecting and analyzing data. Furthermore, if the researcher does not successfully recognize themes, the data could produce little analyzable results. When utilizing grounded theory as a research methodology, Camic et al. (2003) suggest following some discrete stages of research analysis, such as utilizing open coding, comparing different data collection methods to establish themes, and further teasing out themes by utilizing axial coding, in order to assure accurate data findings.

In order to control for researcher bias, strategies developed by Wolcott (1990) were utilized while collecting data. These strategies included writing candidly about the researcher's personal reactions, seeking feedback from research participants and peers about the research process and data collection, including all data in the final report, and maintaining all records of data in the form of detailed notes and electronic recordings.

Participant Selection

There were two primary participants in this study. These two participants were University of New Mexico undergraduate physical education teacher candidates that entered the student teaching practicum. The secondary participants were the cooperating teachers supervising the student teachers at the school placement, a university supervisor

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in charge of supervising the student teachers and communicating with the cooperating teachers, and the program coordinator of the professional physical education teacher preparation program.

The two student teacher participants were enrolled in two different student teaching assignments during the semester of study: one eight week secondary and one eight week elementary. This study was conducted during the elementary placement of the student practicum, which occurred the second eight weeks of the semester.

Cooperating teacher participants were from public school locations within the Albuquerque Public Schools in New Mexico. The cooperating teachers were chosen based on placement of a student teacher with each respective teacher.

There was one university supervisor participant assigned to observe and mentor the student teachers during their practicum. The university supervisor was a visiting professor in the Department of Health, Exercise and Sports Sciences. The university supervisor had previous experience in this role throughout the doctoral program. She was familiar with all of the student teachers as they were in classes taught by her as a teaching assistant in the department prior to the completion of the degree.

The coordinator of the professional physical education teacher preparation program was the department chair. She had twenty years of experience as a university supervisor for student teachers. As program coordinator she worked closely with all faculty to weave a consistent philosophy throughout the professional preparation program based on the exit competencies that students must demonstrate.

Data Collection

The purpose of this study was to investigate the impact of socialization on physical education student teachers' application of theories and best practices learned within the professional teacher education program. The data collection sources utilized in this study were: interviews, documentation, observation, and physical artifacts.

Interviews

The portrayal and multiple views of this study were ascertained through interviews with each participant. The purpose of the interviews was to gather descriptions of events and explanations as to what the participants' believed transpired before, during and after the student teaching practicum. Audio-taped interviews occurred one time at the end of each week of teaching for each of the student teaching participants, resulting in a total of eight interviews for each participant. Two interviews were conducted with the cooperating teacher participants, one at the start of the student teaching placement and one at the end, resulting in a total of two interviews for each participant. The interviews were coordinated at the start and end of the student teaching practicum in order to compare and contrast expectations at the start of the experience to conclusive comments at the end of the experience. This offered great insight regarding the influence of socialization on application of practice and theory because of the pre and post comparison.

One interview was conducted with the university supervisor at the start of the student teaching practicum. There was only a single interview with the university supervisor in order to obtain an overview of expectations and program goals so this information could be used in the triangulation process.

One interview was conducted with the program coordinator at the start of the student teaching practicum. There was only a single interview with the university supervisor in order to obtain an overview of expectations and program goals so this information could be used in the triangulation process.

Interviews investigated the participants' understanding of theory as learned during the professional teacher education program before, during and after the student teaching practicum. These interviews were formal in nature lasting no longer than 45 minutes and took place in a quiet, comfortable setting approved by the participant to allow for a safe environment to answer interview questions candidly.

Each cooperating teacher was interviewed two times during the student teaching process, one time before the placement began and one time after the student teachers were finished with the practicum process. Interviews investigated the cooperating teacher's understanding of theory the student teacher learned during the professional teacher education program. Moreover, cooperating teachers were asked to examine how their teaching philosophy aligned with the skills, knowledge, and dispositions taught in the professional preparation program. Interviews were formal in nature lasting no longer than 45 minutes and took place in a quiet, comfortable setting approved by the participant to allow for a safe environment to answer interview questions candidly.

The university supervisor assigned to work with both student teachers and cooperating teachers was interviewed one time at the beginning of the student teaching practicum. This interview investigated the university supervisor's understanding of theory and best practices as instructed to the student teacher during the professional teacher education program. Moreover, the interview investigated the impressions of the

university supervisor in regards to the student teachers performance, interaction with the cooperating teacher, and overall impression of the student teaching experience. This interview was formal in nature and lasted about 40 minutes in a quiet, comfortable setting approved by the participant to allow for a safe environment to answer interview questions candidly.

The program coordinator was interviewed one time before the student teaching practicum began. The interview investigated the program coordinator's philosophy of theory and best practice as instructed to the student teachers during the professional teacher education program before the student teaching practicum. This interview was formal in nature, lasted about 45 minutes and took place in a quiet, comfortable setting approved by the participant to allow for a safe environment to answer interview questions candidly.

Observation

The researcher observed each student teacher at the student teaching placement. These placements were at elementary schools located in the Albuquerque Public Schools in New Mexico. The researcher observed each participant a total of 16 times. Each observation included two to three class periods of differing grade levels and class sizes. The researcher utilized an observation tool that separated each area of interest into a column so that observation notes were organized and concise. There was a category for teaching styles, curricular models, standards based education goals, and assessment techniques. The researcher's observations captured details of interactions with students, utilization of teaching styles, incorporation of curricular models, interactions with the

cooperating teacher and university supervisor, and other pertinent material in relation to socialization.

Documentation

Document review consisted of: interview transcripts, observation notes, lesson plans, unit plans, and forms of assessment. The goal of documentation was to gather data that could be reviewed and compared to establish if certain themes emerged. Documents were coded openly, axially and selectively and then compared to the coding of interviews, physical artifacts, and observations to establish if themes existed among the various sources of data collection.

Physical Artifacts

The artifacts took form of the teacher candidates' journals. The student teacher was asked to journal one time a week for a total of nine weeks but only a total of five journals were collected. The five journal entries asked questions pertaining to the experiences encountered during the student teaching process. Participant journal information was used as a component of triangulation in order to support the coding process. Artifacts were coded openly, axially and selectively and then compared to the coding of interviews, documents, and observations to establish if themes exist among the various sources of data collection.

<div align="center">*Data Analysis*</div>

The data consisted of approximately 36 hours of researcher field notes, 10 hours of audio taped interviews and 20 pages of reflective notes as written by the student teaching participants. All of the audiotapes were transcribed verbatim by the researcher.

The data corpus consisted of approximately 60 pages of transcriptions, field notes, and physical artifacts shared by the participants.

Open Coding

The analytic process was based on the grounded theory approach. This included repeatedly sorting, coding and comparing the characteristics of each piece of data. Analysis began with open coding, which is the examination of different portions of data, such as words, phrases, and sentences. Creswell (1998) suggests open coding is when "the researcher forms initial categories of information about the phenomenon being studied by segmenting information" (p. 57). The comments from participant interviews, field notes from the researcher and other physical artifacts were coded and labeled. For example, participants were asked questions about application of curricular models, teaching styles, standards based educational goals and assessment techniques. If certain words or ideas were reoccurring in each of these interview questions, such as theories or practices "making sense" to the participant, this word or idea was coded by highlighting it in the transcribed text. The researcher used this open coding process for all pieces of data collected, which included interviews, observations, documentation and journals from participants.

Axial Coding

Open coding was followed by axial coding, which "assembles the data in new ways after open coding" (Creswell, 1993, p. 57), allowing the researcher to make connections between a code and other categories of data. Once words or ideas were established through open coding, the researcher took the major ideas or words and compared them to each other to establish if there was possible development of a theme.

For example, if the researcher identified the word or idea of something "making sense" to the participants in interviews, journal entries and through observation, the researcher took each of the openly coded pieces and compared them to establish if a theme was emerging. This was completed by taking each of the statements or paragraphs that included the idea or wording of "making sense" from each different piece of data and further coding them through axial means. Once it was established that the idea of something "making sense" was evident in many different forms of collected data, the emergent theme of "making sense" was labeled and set aside for selective coding.

Selective Coding

Selective coding was utilized only after all data collected is coded both open and axially. Selective coding involves taking the emergent themes derived during the axial coding process and merging them into one encompassing theme. This theme will draw only pertinent pieces of data and leave the rest alone. For example, the idea of something "making sense" to the participants in this study was relevant in all areas where data was collected, thus allowing the idea of "making sense" to become an emergent theme during the open and axial coding process. During selective coding of the theme "making sense" the researcher only applied and analyzed data for the results and conclusion that related to material that supported the notion of something "making sense" for each of the participants. This led to a rich and descriptive results section that supported the researcher's conclusions.

Trustworthiness of Data

Validity is of primary importance in a research study (Merriam, 1988). Internal validity refers to the fact that the research findings are congruent with reality, and reflect

what is intended to measure (Merriam, 1988). In order to ensure validity in this

qualitative study, the researcher utilized the following techniques (Creswell, 1998):

Triangulation

Denzin and Lincoln (1994) recommend incorporating the techniques of using

multiple data sources, multiple researchers, and multiple methodologies to carry out

triangulation. This practice of relying on multiple methods is called triangulation

(Creswell, 1998; Denzin & Lincoln, 1994). The purpose for methods triangulation is not

"the simple combination of different kinds of data, but the attempt to relate them so as to

counteract the threats to validity identified in each" (Berg, 1995, p. 5).

Triangulation was combined with the coding process across all forms of data. The

researcher in this study utilized multiple methods such as interviews, documentation,

observation, and physical artifacts as a triangulation strategy to ensure validity of this

study. This was accomplished by taking all of the data collected in each category and

comparing reoccurring ideas or themes. For example, during an interview a participant

spoke about a certain curricular model "making sense" after she had utilized it during the

latter part of her student teaching experience. Before an emergent theme could be

established, the researcher first had to triangulate the notion of "making sense" to other

pieces of data. First, the interview with the program coordinator was reviewed in order to

establish the curricular model the participant referenced as "making sense" was verified

as a model that the PETE program supported. Next, the interview with the university

supervisor was reviewed in order to find support that the participant did in fact have

background knowledge in the curricular model referenced as "making sense." Third, the

field notes from observations were reviewed to determine if the researcher noted the use

of the curricular model referenced by the participant. Finally, the interviews from the cooperating teacher were reviewed in order to establish if the curricular model was in fact utilized at the student teaching placement. When all of this data was searched and compared for evidence of the curricular model to the curricular model the participant noted as "making more sense," it was established through triangulation that there was in fact an emergent theme. This process was followed for all themes derived in this study.

Peer Audit

Peer review is the discussion of the researcher's interpretations and conclusions with other people. This includes discussion with a "disinterested peer" (e.g., with another researcher not directly involved). This peer should be skeptical and challenge the researcher to provide solid evidence for any interpretations or conclusions. Discussion with peers who are familiar with the research can also help provide useful challenges and insights.

The data collected was given to a doctoral candidate for review and discussion. He is an expert in the area of physical education and has worked with student teachers during his placement as a teaching assistant at the University of New Mexico. The interviews and researcher field notes were transcribed before giving the data sets to the peer auditor. Also provided to the peer auditor were the possible emergent themes for review and the specific artifacts that led to the development of such themes. This further ensured the validity of theme derivation as a second expert opinion supported the findings of the study.

Study methods were also reviewed and discussed between the researcher and reviewer in order to assure data collection techniques were utilized appropriately and

interpretations and conclusions were accurate. Interview questions and observation

techniques were discussed in order to assure appropriate and accurate research practices

were utilized.

Thick Description

Thick description is a detailed description of the research data so that the readers

are allowed to enter the research context (Glesne, 1999). This was accomplished by the

researcher developing an account of everything involved in the research, including

participant history, descriptions of the research environment and inclusion of the

researchers own impressions. Through this description, the reader was able to become

immersed in the study environment, gaining a better understanding of the location,

participants and location of the research study.

Chapter 4

Results

Research Questions

The purpose of this study was to investigate the impact of socialization on physical education teacher candidates' application of theories and best practices learned within the professional teacher education program during the student teaching process. The research questions were as follows:

1. What evidence is there that socialization occurred during the student teaching practicum?

2. What changes in application of theory and best practice as learned within the professional teacher education program occurred due to socialization during the student teaching practicum?

The model of qualitative inquiry utilized in this study was grounded theory. Open coding was used to code interviews, observations, documents and physical artifacts received from each individual participant. Each of these pieces of data was mined for similar words or descriptions and color coded or highlighted according to similarity. For example, if a participant commented on a curricular model, assessment technique, or teaching style that "made sense" it was highlighted and coded, telling the researcher this concept was learned and accepted during the PETE program.

Axial coding was used to compare interviews, observations, documents and physical artifacts among participants. For example, the interviews from participant A were compared to the interviews from participant B to explore similarities or differences between the two participants. This type of coding was also used to examine other forms

of data collected, such as documentation, observation and physical artifacts received from all of the participants. If it was established that certain codes were repetitive between the two participants, these codes were derived for use in the selective coding process. For example, both the participants suggested the curricular models learned during the PETE program "made sense" when interviewed.

Selective coding was utilized to explore areas that had similar themes only after all the data collected were coded both open and axially. For example, because both the participants suggested the curricular model as instructed by the PETE program "made sense" during interviews, the researcher extracted these comments and compared them to one another to and other sources of data, such as documentation, observation and interviews with other participants, in order to establish whether a theme was occurring.

Participant Background

Student Teaching Participants

Sarah's interest in pursuing a degree in physical education was ignited during her experience in public school physical education. She believed her physical education teachers were some of the best, most enthusiastic and dynamic teachers she knew during her K-12 educational experience. It was during the latter part of her high school experience that Sarah had an inclination physical education could be a future career path for her. After leaving high school, Sarah joined the work force before she started her college career, which she believed helped her mature before entering the physical education teacher education program.

When asked specifically about her elementary physical education experience, Sarah suggested her physical education classes were comprised of mainly sports, fitness

and games. Although her elementary experience was not reflective of what her PETE program suggested was quality physical education, Sarah still believed the experience encouraged her to be successful and was an acceptable way to teach physical education. Her future teaching goal was to become a successful elementary level physical education teacher.

William's past experience in physical education was very similar to Sarah's. William attended a school with a large number of students designated in a low socio-economic status. It was during this K-12 public school experience that William became interested in a possible career as a physical education teacher. He thought the physical education program was an outlet for many of his peers and saw the significant impact a quality physical education program could have on students. He had excellent rapport with most of his physical education teachers and was excited for an opportunity to develop the same relationship with his own students someday.

When asked specifically about his elementary physical education experience, William suggested his experience was based around sports and fitness. He recalled doing a lot of running but mostly remembered the various sports he played, suggesting sports like soccer, basketball and other various playground games were the predominant activities in his elementary physical education class. He reflected on his elementary experience with great fondness, offering examples of dodge ball and the parachute as activities he enjoyed. William's future teaching goal was to become a high school or middle school physical education teacher. He was also interested in coaching.

Cooperating Teacher Participants

William's cooperating teacher, John, was a gentleman with nearly 40 years of public school teaching experience. He was a devoted and passionate physical education teacher who worked at a school comprised of a largely lower socio-economic population. When asked about goals for his students, John enthusiastically stated that fitness through jump rope and exercise should be the most important part of an elementary program and that such goals could not be accomplished without displaying compassion and caring for each and every one of his students.

Sarah's cooperating teacher, Warren, had been teaching at the public school level for over a decade. In addition to his public school teaching experience, he spent two years working in the state department of public education. His job responsibilities included overseeing the training of elementary physical education teachers who were hired to improve the quality of physical education in schools throughout the state. His proclaimed greatest accomplishment was earning a doctorate of philosophy in physical education. Proudly posted on the walls around his gymnasium were state and national physical education standards, movement concepts and skill themes as derived from the Skill Theme Approach to elementary physical education and a score of other posters and documents suggesting to all who entered his classroom that he conducted a high quality physical education program. When asked about goals for his students, Warren enthusiastically stated that his goal was to help his students develop into mature, lifelong movers and that the skills they learned in his class would allow elementary age students find success in the realm of fitness for a lifetime.

Student Teaching Environmental Characteristics

Upon entering the elementary gymnasium at William's student teaching placement, the first noticeable aspect was the walls covered with sport paraphernalia. There were large photographs of the local university's mascot in various uniforms of different sporting teams. There was also a never ending sea of photographs and newspaper clippings displaying the students involved in the school's jump rope program.

The equipment room at William's student teaching placement was littered with a plethora of sports equipment, including mostly regulation soccer balls and basketballs. There was a vast array of disheveled jump ropes, cones, hula hoops and poly spots placed in differing locations on the dusty shelving units and older floor. There was an entire corner of the equipment room obviously dedicated to jump rope as it included a rolling cart with jump ropes neatly aligned on the arms, pictures and old Jump Rope for Heart books depicting different kinds of jump rope techniques and combinations.

The feeling at William's student teaching placement was "old and worn," but the underlying tone was compassion and caring. It felt like a safe place for students who may not get the same feeling at home. The gymnasium and equipment may be old and rustic but the love one felt in the walls and floor boards was undeniable.

Sarah's student teaching environment was starkly different from William's. The gymnasium was very new and very clean. The walls were decorated with NASPE standards designed in an understandable and attractive way for young children to appreciate. There were posters describing various skill themes and movement concepts, which were in line with the Skill Theme Approach (Graham, Holt/Hale, and Parker, 2004). Letters, compass directions and other integrated components from other discipline

areas were painted on the walls and obviously used for various activities as there were handprints and old pieces of tape located near and around the paintings.

The equipment room at Sarah's placement was well organized and clean. The shelving units were labeled for various pieces of equipment and painted in a colorful, warm fashion. The equipment was very diverse and included balls of all sizes and kinds, jump ropes, hula hoops, cones of differing color, balloons, paddles of different lengths and color and a vast assortment of scooters. There were sport type balls in junior sizes and various colors suggesting they were not regulation sporting balls. There was a distinct "elementary" feel about this equipment room with little to no suggestion of traditional sports anywhere.

The general feeling in the gymnasium at Sarah's placement was new, welcoming, and friendly so children could have fun but with an underlying purpose. The feeling of fun and safety was certainly relevant but there was a tone that suggested students learned while enjoying themselves.

Physical Education Teacher Education Program

A goal of the professional Physical Education Teacher Education program was to provide students with the knowledge, skills, and dispositions to be effective teachers. To meet this goal knowledge of content and pedagogy was delivered through a variety of courses to provide a fundamental understanding of the most basic principles in physical education. Students were immersed in classes that taught curricular models, teaching styles and techniques, lesson, unit and yearly plan development, and other pertinent material that led to the development of sound pedagogical and content knowledge in the domain of physical education. Moreover, students had the opportunity to practice

delivering these newly learned skills and practices while teaching peers and home schooled children during the second year, and teaching small lessons in public and private schools during third year field experiences. All classes in the core curriculum in the PETE program were like many pieces to the puzzle that when put together, equated to a complete, holistic, effective approach to teaching physical education. As with any puzzle, the pieces were only effective if they were combined to make a larger picture. If even a single piece did not fit, the point of the puzzle was lost. In this case, the pieces of the puzzle were the various courses within the PETE program in which the teaching theory, skill and techniques were derived. During the first and second year of the PETE program, the students learned the fundamental principles of different aspects of physical education, resulting in an acquisition of the different skills and techniques necessary to teach a variety of activities and sports. Toward the end of the second year in the PETE program and through the end of the third year, the students learned the theory of lesson planning, teaching styles, unit planning, standards based education and assessment techniques and were allowed time with homeschool and public school children to apply the new learned theories and practices. At the end of the PETE program, the students entered a 16 week student teaching practicum where full assumption of a public or private school physical education schedule was managed with the assistance of a cooperating teacher. The goal for the graduate of the program was to use all of these experiences together to develop and implement a high quality physical education program.

In regards to elementary level curricular models, teaching styles, standards based education and assessment techniques, the PETE program distinguished the Skill Theme

Approach (Graham, Holt/Hale, & Parker, 2004) as the primary vehicle to deliver high quality, effective elementary physical education. The Skill Theme Approach is a dynamic curricular model of movement analysis that utilizes skill themes and movement concepts at developmentally appropriate levels. The premise of the model is to allow children to develop basic skills and techniques so they have the foundational components to be lifelong movers. At the primary level (PK-2), instruction focuses on cognitive development through the movement concepts of space, effort and relationships. Children explore how their bodies move through space and time in relation to their own bodies, other children or objects and equipment. Upper elementary children learn to demonstrate skill themes within the categories of locomotor, manipulative, and non-manipulative movement and transition to serial movements typically found in sports-related movement. Children learn to apply the movement concepts to skill themes such as dribbling, throwing, jumping and landing, dodging and fleeing.

Teaching with skill themes enables physical education teachers to utilize many different methods of authentic and measurable assessment in order to ensure quality feedback to the student and teacher. Self, peer, and teacher assessments may inform learners of their progress through the motor taxonomy of precontrol, control, utilization and proficiency stages (Graham, Holt/Hale, & Parker, 2004). Informal and formal assessments may also document progress of what students should know and be able to do as a result of standards-based instruction. If used correctly, the Skill Theme Approach naturally utilizes state and national physical education standards, measurable assessment techniques, and diverse teaching styles, thus promoting sound, high quality and effective elementary physical education.

Socialization

Socialization is the process a person goes through that dictates how the person feels, reacts, and performs to different situations in a career setting. Experiences starting from when the person enters kindergarten to when they graduate from an undergraduate program will form beliefs and personality traits that lead to the decisions the individual will make within his or her career field (Wright, McNeil, & Butler, 2004).

Wright, McNeil, and Butler (2004) suggest that when an individual enters physical education, they go through distinct phases of socialization. There are three phases identified: recruitment, professional socialization, and occupational socialization. The experiences the individual has when they are growing up are what make-up the recruitment phase (Lortie, 1975). The professional socialization phase includes experiences the individual has when entering, going through, and exiting the training process of teacher education (Hutchinson, 1993). Occupational socialization, the final stage of the socialization process, is comprised of the experiences the teacher has when they are awarded a job and begin working as an independent physical education teacher in a school setting (Lawson, 1986).

The findings in this study supported some of the published findings relating to the recruitment, professional and occupational stages of the socialization process in physical education teacher education. In his seminal study of teacher socialization, *Schoolteacher*, Lortie (1975) suggests all people, including teacher recruits, have served an "apprenticeship-of-observation," as they have watched and learned from teachers since they began school. Since the average student has attended school for at least 13 years, he or she has preconceived notions as to how a positive classroom atmosphere should be.

Since experience is often more powerful than theory, teacher preparation programs have a difficult time breaking beliefs and stereotypes developed by teachers entering pre-service teacher education programs. This research study supports these findings by the following statements from the participants:

We mostly played basketball and soccer and capture the flag. You know, like around-the-world and regular soccer and stuff like that. We got to play with the parachute, which I still love to do (laugh). We also played dodgeball and kickball though, and I know that's not what we do here, but I still enjoyed it back then. (William, Interview #1, page 1)

I had an awesome elementary experience. I really enjoyed the games, like four square and wall ball. We played a lot of sports like soccer and basketball and a lot of kickball and dodgeball. We jump roped a lot too, which was fun as well even though the boys didn't like it (laugh). I would say I really enjoyed my elementary PE activities. (Sarah, Interview #1, page 1)

Research in the area of professional socialization as developed by Graber (1995) supports and expands on Lortie's (1975) theories, suggesting incorporation of theory and practice learned during the pre-service educational process into a real educational setting seems to be dictated by factors such as the impression and experience obtained while student teaching, and how much or how little the cooperating teacher helps and influences the student during the student teaching process. This study supported these findings by the following quotes:

It's funny, dodgeball and kickball and those kinds of games were always talked about badly in my [PETE] classes, but my teacher does games like that and we

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play full games of soccer and kickball, sometimes basketball. It's funny 'cause

that's what I did when I was a kid and it was fun and I learned how to be

successful at sports. I mean, I get the exclusion thing and I tried to have the kids

active as much as possible. It's a little different than some of the stuff I learned

here, but the kids were moving and I could help them get better. So it worked.

(William, Interview #3, page 3)

What I remember of the curriculum we learned about in the elementary class is

that it uses skipping, hopping, running and all those types of things and also

teaches how to move, you know, high and low and stuff. It was based on

fundamental movements so the kids could be better movers. As for this school

(Student teaching placement) I don't see a curricular model like the one I learned

about. In fact, I don't see a curricular model at all. I've been here for 6 weeks now

and I still can't figure out what kind of model he (cooperating teacher) uses. It's

pretty much just activities and stuff. Definitely not like the locomotor stuff we

learned in school. I mean, I guess they skip and hop and stuff, but not in the sense

of the way we were taught to teach. There is no point or method, we just do stuff.

(William, Interview #4, page 4)

Solomon, Worthy, and Carter (1993) suggest that occupational socialization carries with

it four main issues: marginalization of a subject (whereby physical education is regarded

as less important than other academic subjects), role conflict (when teachers realize they

have many roles to fulfill other than that of teacher), reality shock (when they realize that

they are not in optimal teaching setting with incredibly motivated students), and wash-out

effect (when novices discard what they learned at the university and revert to teaching in

a way they themselves were taught). Although the occupational phase of socialization is specific to a first year teacher, this study suggested washout and reality shock both occurred during the student teaching practicum:

> The idea of assessing with exit slips and authentic stuff and such makes a lot of sense when we learn about it in school. But then I get to class and I have kids that can't speak English or are so wound up that trying to pass out clipboards and get pencils in hands is like pulling teeth. I mean, I guess it would have been nice to get more than just the basics of the assessment stuff, like maybe how to deal with handing out clipboards and stuff . . . (William, Interview #4, page 4)
>
> There are five minutes left in the class period. William taught a lesson on passing in soccer, specifically how to use the inside of the foot when passing. He broke down the cues at the beginning of the lesson and demonstrated these cues to the group . . . His form of assessment is an exit slip. When trying to pass out the assessments, students are asking to play more, some students are off task running around the gymnasium. When William gets the students quiet and focused, he struggles getting the pencils passed out. Students begin throwing and jabbing at each other in a joking fashion with the pencils. There is now only a few minutes left in class and the homeroom teacher has showed up to pick up the students. William gives up and tells the students to leave what they have written on the paper on the floor and leave the pencils where they are. The students leave. Only two students were able to answer the questions. I would say this was an unsuccessful attempt at assessment. When William talks to his cooperating teacher about the failed attempt at assessment, the cooperating teacher suggests

utilizing observation in the future and noting it in the grade book. The cooperating

teacher insinuates that paper and pencil don't often work with this group because

they are rowdy. (Researcher notes, page 6)

These two examples of William's "reality shock" display his knowledge of authentic

assessment and his lack of preparation to address the management issues of class size

and language barriers when assessing students. His struggle to apply what he learned

during his PETE program to a realistic and unpredictable teaching environment

ultimately led to his perceived failure when he conducted assessment.

The theory of washout was supported in this study as supported by the following

example:

Dodge ball and kickball and those kinds of games were always talked about badly

in my classes but my teacher does games like that and we play full games of

soccer and kickball, sometimes basketball. It's a little different than some of the

stuff I learned here, but the kids were moving and I could help them get better so

it worked. (William, Interview #5, page 5)

The activities of dodge ball and kickball in their true, unaltered form are identified by the

PETE program as inappropriate practice because of the rate of low participation and

exclusion and elimination of low skilled students when playing such activities. In this

situation, William reverted back to utilizing and promoting activities he learned during

his own elementary experience even though such activities were deemed "inappropriate."

One of the core questions of this study was to determine what changes in

application of theory and best practice as learned within the PETE program occurred due

to socialization during the student teaching practicum. Two major themes provide

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suggestions about what affects the choices of practice and theory by a pre-service teacher candidate during the student teaching practicum. These themes are the influence of conceptual change and the transfer of theoretical concepts into practical knowledge.

Concepts of Quality Physical Education

Students enter a PETE program with a developed conception of what they believe physical education looks and feels like (Lortie, 1975; Hutchinson, 1993; Hare, 2007). This conception is developed during the recruitment phase of the educational process and through life experience outside of the educational system (Lortie, 1975; Hutchinson, 1993). One of the primary goals of a PETE program is to introduce new, innovative ways to teach physical education in order to replace ineffective, archaic practices that may exist in today's physical education settings (Kulinna, 2008). By educating pre-service teachers about new pedagogical strategies and techniques, the intention is to address and change ineffective practices in physical education so that children learn to love movement and engage in regular physical activity for their health and wellness.

A major recurring theme in this study was the idea of conceptual change. In order to change a preconceived notion or belief, three criteria must be met (Kuhn, 1970): 1) the existing concept must become dissatisfying, 2) the alternative method must be understandable or make sense, and 3) the new method must be useful in the real world where it can be assimilated to a real setting. The participants in this study had experiences that suggested successful and failed conceptual change.

Successful Conceptual Change

Before she started her student teaching, Sarah was asked what she understood about the curricular models she learned about during her PETE program:

We learned lots of models, some more than others. The tactical model, the

elementary model with locomotor and movement concepts, the sport model where

there are teams. They all make sense, and I really like the idea of how they strive

to meet developmental appropriateness. I was told some of the stuff going on at

public school in PE is not good, like just rolling the ball out and that makes sense

because we saw that first hand during our methods when we visited schools and

stuff. I guess I don't really know how I feel about them (curricular models) maybe

because it sounds good but I have not seen what they are like with kids. (Sarah,

Interview #2, page 2)

Sarah had a general understanding of the curricular models she learned about during her

undergraduate PETE program. The fact that she thought they "made sense" and

contributed to "developmental appropriateness" suggested she supported the idea of the

curricular models. Moreover, she understood that practices reflective of "rolling out the

ball" in some physical education settings did not provide a quality educational

experience. In relation to the idea of conceptual change, Sarah met the first two criteria,

showing understanding that some existing practices in physical education did not work

and the alternative methods learned during her PETE program "made sense." Finding

evidence of the third criteria of conceptual change would suggest the new concept had

been accepted. In an interview during the 5th week of her student teaching placement,

Sarah had this comment in regards to curricular models:

I remember learning about the Skill Theme Approach during my coursework in

our elementary class. Back then, it actually made a lot of sense; the idea of

teaching students basic skills so they can be lifelong movers is such a great idea.

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Now that I have been working with the model for the past few weeks, it is really awesome and makes so much sense. The kids love it and I get the feeling that if we just did sports stuff like some of the other student teachers are doing in other schools, the kids would not be as successful nor would they have as much fun. (Sarah, Interview #5, page 5)

Sarah was able to successfully apply the new curricular concept of the Skill Theme Approach (Graham, Holt/Hale, & Parker, 2004) learned in her PETE program to a realistic teaching setting. Therefore, it was evident that all three requirements for conceptual change were met. Sarah was convinced during her PETE program that some curricular models currently used in physical education were inefficient, which met the criteria for the first component of conceptual change. She learned about new curricular models and was able to develop a general understanding of the theoretical underpinnings of the models, which met the criteria for the second component of conceptual change. Finally, Sarah was able to successfully implement the new curricular model into a realistic educational setting, which met the third and final criteria for conceptual change. This portion of the study suggests Sarah's conceptions about a specific curricular model in physical education did in fact change over the course of her undergraduate educational experience.

William had a similar experience that supported conceptual change, however his occurred in the realm of authentic assessment. When asked during the first week of his student teaching about his knowledge and opinion of authentic assessment, William had this to offer:

From what I remember, authentic assessment is done when the student being

watched is actually participating in the activity. You know, when a student is

passing a ball to another student in a game situation or something, then I would

assess that student on his ability to pass the ball. It sounds good. Why not grade a

student when they are actually doing a skill? It seems better than just a basic

written test, you know, 'cause you actually see the student doing the stuff and you

know they can do it. Sure its different than what I did when I was a kid in school,

but it seems better, 'cause written tests were never very good at telling a

successful student from a not good one. I saw lots of students, that couldn't play

anything very well, getting A's because of the written test. Those were the kids

that needed the most help, and they didn't get it. (William, Interview #1, page 1)

William's response illustrated he believed authentic assessment was a quality way of

measuring a student's performance. He also noted that his own experience in public

school physical education could have been better if he and his peers were graded on

forms of authentic assessment instead of basic written testing. William demonstrated

dissatisfaction with a traditional method of assessment, such as paper and pencil tests,

and found authentic assessment through observation during practice or game playing to

be more appropriate. During an interview in the 6th week of the student teaching

practicum, William had this to add about authentic assessment:

My teacher doesn't use much assessment, so I have been kind of on my own. But

authentic assessment definitely works. Exit slips and worksheets were okay, the

kids like those all right. But I was able to really see what students needed help

though grading them while they were actually participating in games and stuff. I

just kind of checked them off by cues and stuff. By the end you could really tell

who needed help. So yeah, authentic assessment works, and I think is a great way

to help students and myself get better at learning and teaching. (William,

Interview #6, page 6)

Even though his cooperating teacher did not use forms of authentic assessment, William

discovered that authentic assessment actually worked in a real world, educational setting.

William realized that use of written tests, the way he was assessed as a student in public

school, was not an effective means of assessing progression of skill attainment. He then

learned about authentic assessment during his professional preparation and accepted the

practice. Finally, he was able to successfully implement authentic assessment into a real

educational setting. This realization suggested William was able to successfully change

his conception of assessment.

Failure of Conceptual Change

Both participants experienced challenges to conceptual change. Because

William's cooperating teacher did not demonstrate the pedagogical practices emphasized

in the PETE program, he experienced more dissonance than Sarah. During the

recruitment phase, William participated in activities like dodge ball and kickball when he

attended public school. In his professional preparation courses, William was told that

such activities were not considered appropriate practice because of rate of participation

and exclusion of students. William heard the dialogue that dodge ball and kickball were

not quality activities, but never really became dissatisfied with his existing concept of the

games. When William perceived the games working well with his classes and being

supported by his cooperating teacher, his conception that these activities were appropriate

in the elementary curriculum was reinforced. Conceptual change failed for two reasons: 1) William's original misconception that dodge ball and kickball were quality activities did not become dissatisfying and, 2) William witnessed the support of dodge ball and kickball by his cooperating teacher and thus assumed these activities worked well in an elementary setting.

William also experienced failure of conceptual change in the realm of standards based education. When asked how his cooperating teacher utilized NASPE or state standards in his curriculum, William responded:

(laugh) Standards? I don't think he would know a standard if it hit him upside the head. Seriously, all joking aside, he doesn't use standards. I tried to talk with him about it early on and he had no idea what I was talking about. He knows what they are but doesn't know what they are if you know what I mean. You know though, the guy is an awesome teacher. The stuff he does works well with the kids. During my undergrad classes, I thought the idea of standards was kind of wasteful. They are hard to understand and seem so out there, you know? Don't get me wrong, I get the idea behind them and it's nice to have a guideline if you need one. But I didn't really need them and was just as successful not using them.

(William, Interview #6, page 6)

It became apparent through an interview with William's cooperating teacher, John, that state and national standards were not considered essential when delivering content in physical education.

I don't directly address standards in my lessons. I looked at the idea one time a while ago, and when I looked at what I am doing, it was obvious I was meeting

standards. The standards are very broad so meeting them is relatively easy. I feel

standards are more of a smoke screen, a way to make things sound better. I am

confident that I my kids are learning and active and that is all that matters. (John,

Cooperating Teacher, Interview #1, page 1)

There is no evidence that state or NASPE standards are utilized as a framework

for any of the activities or games the cooperating teacher implements in lessons

and units. I have not heard reference to standards nor have I witnessed lessons

that meet benchmarks or utilize performance indicators or standards as guidance.

(Researcher notes, page 5)

William understood the purpose of standards based education but admitted a lack of

connection to the importance of aligning standards when developing curriculum and

teaching. In addition, John did not reinforce the benefits of standards based education.

Conceptual change failed for three reasons: 1) William was never convinced that

standards based education was important, 2) The theory of standards based education

instructed by the PETE program did not seem feasible to William, and 3) William never

witnessed the success of standards in a real educational setting.

William also experienced negative conceptual change in the realm of curricular

models. William's elementary methods course was devoted to educating future physical

education teachers about the practical delivery of the Skill Theme Approach. Students

practiced delivering lessons developed through the lens of this model to peers and

through a weekly on-campus practicum with homeschooled children, ages 3-12. Practice

lessons were prepared according to a skill theme, such as 'throwing' and students could

determine the most developmentally appropriate means of throwing to meet the ability of

the children assigned to teach. When William arrived at his student teaching school, he saw all children being taught the same lessons with no modifications for varying levels of ability.

> Well, I don't really run one of the new models you all talk about at the college level. I would say my curriculum is based around fitness and skill development. We do jump rope a lot because of the healthy impact and skill development of these kids. But no, I really don't run a specific model. Hey, I'm old (laugh) (John, Cooperating Teacher, Interview #1, page 2)
>
> In regards to curricular model, there is not one I can identify specifically relating to the theory taught through the PETE program. If I had to call this something, I would refer to it as a multi-activity model but without forms of assessment and an apparent lack of any teaching style except command. There is movement and games but nothing reflective of the Skill Theme Approach, which is the primary elementary curricular model instructed by the PETE program. (Researcher Notes, page 3)

Although John did not utilize a specific curricular model, the development of his lessons and activities was most reflective of the multi-activity model. The multi-activity model is a primarily sports- and games-based model that would not be considered an appropriate model to used during elementary physical education by the PETE program because all children receive instruction the same way, irregardless of skill level. Because William never observed successful modification of instruction to meet the ability level of all children in any class, he perceived his command style delivery of sports and games to be an effective means of instruction. In this situation, negative conceptual change occurred

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because William never really became proficient implementing the Skill Theme Approach prior to the student teaching experience and was not offered an opportunity to utilize it during the student teaching setting. Consequently, William maintained his previous conception of quality elementary education.

Transfer of Theoretical Concepts into Practical Knowledge

One of the major themes this research uncovered was the transfer of theoretical content to a practical setting. Some situations led to positive transfer while others led to negative transfer. Positive transfer occurred when an experience led to support or further understanding of a concept learned during the PETE program. Negative transfer occurred when an experience led to the development of dissonance toward a concept or strategy taught as effective during the PETE program.

Negative or Neutral Transfer

Both participants struggled to apply concepts learned in the PETE program to the realistic setting of the student teaching practicum. Within PETE courses students were expected to align "measurable" outcomes with a formative or summative assessment. While teacher observation was noted to be a valuable component of the observation-feedback cycle and essential in determining 'what's next?' in a teaching progression, observation was rarely considered a formal method of assessment unless the elements of the observation were documented with a checklist or grade book. William "mentally noted" which students needed help and which were finding success during his soccer lesson. He concluded this would be enough to assure all of his students were learning in his physical education class.

Sarah also encountered difficulties when transferring knowledge learned during her PETE program into her student teaching practicum. During the third week of her placement, Sarah had this to say about assessment:

> Just like I learned in the program, assessment is really useful to see how my students are doing. There were lots of good ideas on how to assess but I find really the only way to do it with any success is by myself. I mean, like with a checklist. When I try partner assessment stuff, it always ends up in chaos. The kids don't really get it sometimes and would rather be moving. And you know, I only have like 30 minutes with them so I would rather have them moving and not do as much assessment as I was taught to do. (Sarah, Interview #3, page 3)

Sarah admitted that what she learned about assessment in her PETE program was true; that is, assessment offered a method of feedback to the teacher in order to address the needs of students. The difficulty Sarah had was figuring out how to deliver some of the assessment techniques learned about during the PETE program, such as peer assessment. This resulted in a neutral transfer of some of the assessment techniques Sarah attempted to use because although the techniques did not work during her lesson, John was able to model the effectiveness of such assessment techniques. Sarah could see the assessment techniques would work when she became a more efficient teacher.

Transfer

Although there were incidents of negative or neutral transfer of knowledge to a practical setting, both participants also experienced positive transfer. William was able to find success implementing a variety of quality teaching styles as learned during his PETE program:

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My (cooperating) teacher doesn't use teaching styles. In fact, I would say he is

traditional. It was cool because I showed him reciprocal teaching and he liked it

and the students really like it. It was cool to see them (students) working together

and watching each other and helping each other. A lot of them even became

closer friends because of working together. Using that teaching style really lent to

success for me. (William, Interview #7, page 7)

I can't say I use too many different teaching styles per se. The standard method of

teaching, you know, like demonstrating and then having students begin practicing

is what I use most. I do have other students demonstrate skills when they are good

at them. Like in rope jumping, it always helps to have students perform certain

jumps when others are struggling 'cause I can't really do that anymore. (John,

Cooperating Teacher, Interview #1, page 1)

Within courses in the PETE program, pre-service teachers were instructed to utilize a

diverse number of teaching styles in order to provide stimulating learning experiences,

which became more learner-centered than teacher-centered. For example, the reciprocal

style encouraged students to work with each other to teach various components of

movement skills and assess one another's progression of learning. William was able to

transfer the theoretical concept of reciprocal teaching to a practical setting because he

found success having students pair up and teach each other different parts of how to pass

a soccer ball.

Sarah had the most success with positive transfer of concepts from her PETE

program to the student teaching practicum. As early as the second day of her placement,

these comments were made about the curricular model utilized at the student teaching placement:

> It's really nice to see the Skill Theme Approach used with these kids. Right when I walked in, it was obvious he (cooperating teacher) used what we learned in class about elementary stuff. The terminology is on his walls, like locomotor, and the standards too and those go right with the Skill Theme idea. The kids loved it too. Deep down I wondered if this would work. I mean I get it, but I grew up with sports in elementary school and wasn't sure if this stuff we learned in class was always going to work. But these kids love it and I can see they wouldn't do very well with sports. (Sarah, Interview #2, page 2)
>
> We use the Skill Theme Approach in this physical education class. It is the most sound model offered by the physical education community for the elementary level. This model is supported by research and has worked quite well so far. The premise of this model is to teach skill themes and movement concepts. An example of this would be skipping, hopping, sliding, etc. These skills can also be used at different speeds, levels, etc, which would be the movement concept. It is an extraordinarily excellent model as it prepares students for future success in sports and lifelong fitness environments. (Warren, Cooperating Teacher, Interview #1, page 1)

Sarah became immediately immersed in the Skill Theme Approach at her student teaching placement and was able to witness first hand the practicality of the model. This supported what she learned during the PETE program and thus led to positive transfer of the model to a practical setting.

Another form of positive transfer Sarah encountered was in the realm of standards based education. When asked about the application of NASPE standards at her student teaching placement, Sarah and her cooperating teacher had this to say:

Oh yeah, he (cooperating teacher) uses standards ALL the time. Everything we do is based around standards. He used to be the NMAHPERD president I think, so he is big on that stuff. Seriously, I bet every lesson he puts together he starts with the standards to figure out if it fits or not. You've seen the gym. It's plastered with the standards posters so even the kids know what they are. I always thought the college pushed standards 'cause it sounded good and I got what the point was, I mean the accountability is good. But seeing them (standards) used was good because I never quite got how they worked into the whole, big picture. They seem so far away but when he (cooperating teacher) used them, it made WAY more sense and I think I finally have a grasp on how they all work together. (Sarah, Interview #4, page 4)

NASPE and state standards should be the foundation of where curriculum and teaching techniques are derived. This is imperative to ensure quality physical education. Frankly, physical education needs more accountability. Accountability equates to continuity and quality practice among the various kinds of physical education currently being taught. So, I use standards based education all of the time in my classes because without this kind of guidance, I don't feel physical education would be very quality. (Warren, Cooperating Teacher, Interview #1, page 1)

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A focal point of the PETE program was to utilize state and national standards as a guideline to develop and deliver quality physical education content. Pre-service teachers were instructed to "design down" meaning they should develop a) the outcomes of what students should know and be able to do at the end of a program or grade level, b) outcomes for unit plans to meet the above outcomes, c) objectives for lesson plans to align with the instructional goals, and d) means of assessment to inform the students and teachers of learning. Sarah noted she had a difficult time understanding how standards related to the everyday activities in physical education. When Sarah witnessed standards aligning to units and lessons in her student teaching placement, Sarah was able to grasp the connection between standards and curriculum, which suggested positive transfer of concepts occurred.

Summary

This study generated two major themes that helped shed light on how socialization affects the application of best practice and theory during the student teaching practicum. First is the effect of the PETE program and student teaching practicum on the development of new conceptions in physical education. Sarah entered the PETE program with a preconceived notion of what quality elementary physical education should look like. During the PETE program, she learned about new, high quality, effective practices that challenged her preconceived notions but did not fully convince her that her current beliefs were not valid. When she entered the student teaching practicum, her cooperating teacher was supportive of the new concepts she learned during the PETE program, which encouraged Sarah to accept the new concepts learned during her PETE program. This led to the successful implementation of the new

practices and theories learned during the PETE program into her student teaching practicum.

William had similar beliefs as Sarah entering the PETE program. He believed the practices and theories taught to him during his elementary experience were a quality way of teaching physical education even though his PETE program disagreed. The PETE program taught William new ways in which to deliver high quality, effective physical education. William understood but did not fully believe in these new practices and theories learned during the PETE program. When William entered his student teaching practicum, he was confronted by a placement that utilized practices and theories reflective of William's recruitment experience and not his PETE program experience. As a result of this, William washed-out to using some practices reflective of his own experience in elementary physical education and not the practices and theories learned during the PETE program.

Another theme derived from this study in regards to how socialization affects a student teachers' application of practice and theory learned during the PETE program was the transfer of theoretical knowledge to practical application. Both participants displayed an understanding of the teaching styles, curricular models, standards based educational goals and assessment techniques learned during the PETE program. However, both participants expressed a thin understanding of these skills and techniques. When entering the student teaching practicum, Sarah was immersed in a placement that supported the use of all of the theories and practices learned during the PETE program. This encouraged a deeper understanding and better application of the theories and practices learned during the PETE program and thus, full transfer of the theory of these

skills and techniques to the practical environment of the student teaching practicum was

the result. William found similar support in the area of assessment techniques but

encountered a lack of support in the areas of teaching styles, standards based educational

goals and curricular models. This lack of support resulted in a negative or neutral transfer

of the theories of standards based educational goals, curricular models and teaching styles

to the practical environment of the student teaching practicum.

Chapter 5

Discussion

Although the literature in teacher socialization is rich with descriptions of the influence of socialization on physical education teacher candidates, this study is distinctive in its examination of the role socialization plays on the delivery of best practice and theory during the student teaching practicum.

Both participants brought with them from the recruitment phase of socialization experiences they believed were reflective of quality elementary physical education. During the PETE program in the professional phase of socialization, both participants displayed a resistance to fully exchange their beliefs about quality elementary physical education for a belief reflective of the PETE program. These findings are congruent with seminal pieces of literature in teacher socialization (Lortie, 1975; Zeichner, 1980; Lawson, 1988; Hutchinson, 1993; Solomon, Worthy & Carter, 1993), which suggested the experience of the recruitment phase is more powerful than the learned theory and practice of the professional phase. Like past studies, this finding suggested that although the PETE program was aware of the misconceptions students brought with them from the recruitment phase, the PETE program did not fully change existing beliefs about physical education. Although socialization research has suggested changing students beliefs will be difficult for over three decades, this study suggested changing misconceptions of pre-service physical education teachers is still a problem.

This study brings with it new information to add to the current base of socialization literature in physical education. The findings in this study suggest reality shock and wash-out, which Solomon, Worthy & Carter (1993) suggested often occurred

during the occupational phase of socialization, happened as early as the student teaching portion of the PETE program. Both participants experienced reality shock when trying to incorporate various assessment techniques due to language barriers and difficulty managing students. William washed-out to practices reflective of his recruitment phase because his cooperating teacher supported and encouraged these practices. The key finding in this study in relation to wash-out and reality shock was the support of the cooperating teacher. In Sarah's case, the cooperating teacher at the student teaching placement played a key role in the further development and understanding of practice and theory as learned during the PETE program by modeling such practices. In William's case, the cooperating teacher at the student teaching placement encouraged the use of practices and theories reflective of William's recruitment phase experience. This support of practices not reflective of the PETE program led William to wash-out to practices and theories reflective of his recruitment phase. These findings suggested the cooperating teacher at the student teaching placement greatly influenced the application of practice and theory utilized by the student teacher. The goal of many current PETE programs is to develop highly qualified physical education teachers in order to assure dynamic, appropriate theories and practices in physical education (Napper-Owen, Marston, Van Volkinburg, Afeman, & Brewer, 2008). If the cooperating teacher and environment at a student teaching placement are not reflective of the goals of a PETE program, it may discourage the use of high quality practice and theory, resulting in the wash-out of pre-service physical education teachers even before they reach the occupational phase of socialization.

A major finding of this study was the theory of Kuhn's (1970) conceptual change model as it related to the theory of socialization during the professional phase. Professional socialization is the time that an individual spends in a higher educational setting or undergraduate program that teaches the individual how to be a teacher. Wright, McNeill and Butler (2004) suggested higher education, which includes course study, had a large influence on perceptions of students in physical education programs. Many instructors of professional preparation programs believe a general goal of a PETE program was to help each student develop new beliefs and understandings that challenge inappropriate practices in physical education (Lawson 1986). Kuhn (1970) also suggested the goal of any teacher education program was to change current beliefs and conceptions that support an ineffective model of education, which he defines as conceptual change. The analysis in this study is congruent with Kuhn's (1970) findings that suggest in order to change a preconceived notion or belief, three criteria must be met: 1) the existing concept must become dissatisfying, 2) the alternative method must be understandable or make sense, and 3) the method must be useful in the real world where it can be assimilated to a real setting. Sarah and William had powerful elementary experiences during the recruitment phase of the socialization process. The PETE program attempted to change William and Sarah's current misconceptions about the practices and theories involved with quality physical education. Sarah and William showed an understanding and willingness to try the new practices and theories learned in the PETE program but were skeptical they would find success in a real educational setting. When Sarah and William entered the student teaching practicum, Sarah encountered support for the practices and theories learned during the PETE program while William did not. At the

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conclusion of the student teaching practicum, Sarah had fully accepted the new practices and theories learned during the PETE program while William washed-out to practices he learned during his recruitment phase of the socialization process. This finding is important as it suggests the student teaching placement has a direct influence on the successful change of misconceptions students bring into a PETE program. Moreover, this finding suggests the recruitment and professional phases of socialization have a direct relationship with Kuhn's (1970) stages of conceptual change.

Another finding in this study was the negative and positive transfer of theory to practical knowledge learned during the PETE program. In the realm of assessment, both participants struggled to apply measurable techniques learned during the PETE program. The application of the exit slip posed the most problems for both participants due to adverse teaching conditions and the inability to manage a class of children effectively. However, in the situation of both of these participants, the theory of the exit slip was unable to be transferred to the practical environment of the student teaching placement. This lack of transfer suggests the participants will not likely use exit slips in future situations reflective of the student teaching experience.

Positive transfer occurred for both participants in regards to teaching styles learned during the PETE program. Sarah was able to successfully apply theories of assessment, curriculum, and standards based educational goals to her student teaching experience. The support of her cooperating teacher and the fact the teaching practices and theories were reflective of the PETE program allowed Sarah to successfully transfer the theory of quality physical education to a realistic elementary educational placement. Like Sarah, William also found that some of the theories and practices he learned during the

PETE placement worked at his placement, however, unlike Sarah's experience, there was little support for such practices at William's placement. Any positive transfer William experienced was due to his own perseverance in a placement that was reflective of his PETE program training.

These findings regarding transfer of theory to practice suggested the importance of placing student teachers at placements reflective of training during the PETE program. It is important for the student teacher to successfully apply the theory and practice learned during the PETE program to a realistic teaching setting or the student may not use quality practices when they enter a full assumption teaching position. This lack of transfer will undermine the goal of PETE programs to ensure future teachers to use high quality practices and theories in a physical education setting.

Conclusions and Recommendations

This study offered three major findings. First, experiences in the recruitment phase and professional phase of the socialization process may have a profound influence, whether negative or positive, on how new practice and theory learned during the PETE program is applied during the student teaching practicum. Second, the transfer of theory learned during the PETE program to a realistic, practical educational setting may be greatly influenced by the environmental aspects and cooperating teacher at the student teaching placement. Finally, the exiting theories of socialization may have a relationship with the theory of the conceptual change process.

The findings in this study eluded that changes in PETE programs may be necessary in order to address misconceptions about physical education. The PETE program currently has courses that challenge current misconceptions. However, the

student teaching placements in which the pre-service teachers were immersed were not reflective of the PETE programs practices and theories. The student teaching environment was not reflective of the PETE program goals for new physical education teachers and so led to the failure of conceptual change, which ultimately lead to washout to inappropriate theories and practices.

This study also suggested that conceptual change and teacher socialization may share a close relationship. The goal of conceptual change is to modify existing beliefs about physical education so they are reflective of higher quality practices. Conceptual change starts during the professional phase of socialization and addresses the misconceptions developed during the recruitment phase of socialization. Moreover, conceptual change can only fully occur when the new theories are applied to a real teaching setting, which occurs during the occupational phase of socialization. Therefore, it is apparent that conceptual change and teacher socialization share a relationship. Further investigation of this relationship may lead to development of PETE program curricula that more successfully challenges misconceptions and negative effects of socialization.

Implications of Research Findings

Implications for future research would be to further explore the theory of conceptual change as it relates to students beliefs entering the PETE program. This exploration might begin with a developed survey or tool that measures existing misconceptions of students entering a physical education teacher education program. The data from this survey or tool could then be used to diagnose specific origins of

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misconceptions in order to allow PETE programs to develop curricula that may

encourage conceptual change.

Another implication for future research could be in the realm of socialization as it

relates to the application of best practice and theory. Future research in this area might

address the influence of socialization on delivery of practice and theory at the secondary

level during the student teaching practicum and the first few years of full assumption

teaching. This study may offer insight that establishes if elementary or secondary settings

are more vulnerable to socialization negatively or positively influencing application of

practice and theory.

APPENDIXES

Student Teacher

INFORMED CONSENT FOR PARTICIPANT IN RESEARCH

Project Title: Effects of Socialization during the Secondary Student Teaching Practicum on Pre-service Teachers Application of Theories and Practices Learned in the Professional Teacher Education Program.

Researcher: Glenn Hushman
Department: Health, Exercise and Sports Sciences
Research Advisor: Gloria Napper-Owen, Ed.D

Purpose

The purpose of this study is to investigate the impact of socialization on physical education teacher candidates' application of theories and practices learned within the professional teacher education program during the secondary school student teaching practicum.

Procedure

The proposed study will take place over a period of nine weeks. This study will attempt to capture details and interactions during the student teaching practicum among the cooperating teacher, physical education teacher candidate, and university supervisor. The data collection sources to be utilized in this study are: participant observations, interviews, documentation, and journal entries. Since I will be studying human subjects I will be looking for patterns of daily activity, as well as what the people are doing (behaviors) and, what they are saying (language). During my observations I will journal and audiotape interpretations of the events as they are occurring.

Interviews will be conducted one time a week for the next five weeks. Interviews will be no longer than 45 minutes and will take place in a setting approved by the participant so that he or she will feel safe and secure sharing information with the researcher. The purpose of the interviews is to gather descriptions of events and explanations as to what the participants believed transpired during student teaching in regards to aspects of socialization and application of teaching theory and practice about curriculum, styles of teaching, standards-based education, and authentic assessment. Interviews will be audio-taped in order to allow the researcher to transcribe the content accurately. The material of the interview will be shared with the participant in order to verify the statements are accurate.

Observations will occur at the student teaching placement and will take place two times a week. The researcher's observations will capture details of interactions between the student teacher, cooperating teacher and university supervisor. Moreover, observations

will capture application of practice and theory by the student teacher while teaching in the secondary school practicum. All material collected by the researcher through observation will be kept confidential and in a locked, secure place to which only the researcher and study faculty advisor have access.

An additional source of data collection is through the use of documentation and journal entries provided by the student teacher. Sources of documentation will consist of material the student teacher develops during the student teaching practicum, such as unit plans, lesson plans, and assessments. ***Student teachers will also be asked to produce five journal entries. These journal entries will be collected at the end of each week of the student teaching practicum and will describe interactions and experiences that occurred during that week of the student teaching experience.***

Confidentiality/Anonymity

The names and identities of the participants will be kept confidential. Only my academic advisor and I will have access to their identities. I will keep copies of signed consent forms. All reported data will use pseudonyms with no identifying information. The research data will be kept in a secure, locked location. All audiotapes will be destroyed three years after any publications of the study.

Risks and Benefits

This study is not designed to cause risk or discomfort to the participants. However, possible risks of the study may be that the participants may experience uncomfortable feelings while candidly sharing reactions and expressing ideas in regards to certain situations that arise during the student teaching practicum. The researcher will openly work with the participants and openly discuss any concerns to alleviate any potential risks. Participants may benefit from the study by gaining greater insight into their experiences during the student teaching practicum. They will likely feel respected and valued for providing important information to the field of physical education pedagogy.

Participation and Withdrawal

I understand that by agreeing to participate in this study I have not waived any legal or human rights. I also understand that I have the right to refuse to participate and that my right to withdraw from participation at any time during the study will be allowed without coercion, prejudice, or negative consequences. I further understand I can withdraw from this study at any time and doing so will not my grade in the student teaching seminar.

Identification of Investigators and Review Board

If you have any questions or concerns about the research, please feel free to contact:

Glenn Hushman

PO Box 2767
Edgewood, NM 87015
505-449-7123

Gloria Napper-Owen
University of New Mexico
Health, Exercise and Sports Sciences
505-277-2783
If you have other concerns or complaints, contact the Institutional Review Board
at the University of New Mexico, 1717 Roma NE, Room 205, Albuquerque, NM 87131

Signature of Research Participant

I understand the procedures described above. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been provided a copy of this form.

_____
Name of Participant (Please print)

_____
Signature of Participant   Date

Signature of Investigator

In my judgment the participant is voluntarily and knowingly providing informed consent and possesses the legal capacity to give informed consent to participate in this research study.

_____
Name of Investigator or Designee

_____
Signature of Investigator of Designee   Date

APPENDIX B

Cooperating Teacher

INFORMED CONSENT FOR PARTICIPANT IN RESEARCH

Project Title: Effects of Socialization during the Secondary Student Teaching Practicum on Pre-service Teachers Application of Theories and Practices Learned in the Professional Teacher Education Program.

Researcher: Glenn Hushman
Department: Health, Exercise and Sports Sciences
Research Advisor: Gloria Napper-Owen, Ed.D

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Interviews will be conducted one time at the start of the fifth week of the student teaching practicum and one time at the conclusion of the student teaching practicum. Interviews will be no longer than 45 minutes and will take place in a setting approved by the participant so that he or she will feel safe and secure sharing information with the researcher. The purpose of the interviews is to gather descriptions of events and explanations as to what the participants believed transpired during student teaching in regards to aspects of socialization and application of teaching theory and practice about curriculum, styles of teaching, standards-based education, and authentic assessment. Interviews will be audio-taped in order to allow the researcher to transcribe the content accurately. The material of the interview will be shared with the participant in order to verify the statements are accurate.

Observations will occur at the student teaching placement and will take place two times a week. The researcher's observations will capture details of interactions between the

student teacher and cooperating teacher. Moreover, observations will capture application of practice and theory by the student teacher while teaching in the secondary school practicum. All material collected by the researcher through observation will be kept confidential and in a locked, secure place to which only the researcher and study faculty advisor have access.

Confidentiality/Anonymity

The names and identities of the participants will be kept confidential. Only my academic advisor and I will have access to their identities. I will keep copies of signed consent forms. All reported data will use pseudonyms with no identifying information. The research data will be kept in a secure, locked location. All audiotapes will be destroyed three years after any publications of the study.

Risks and Benefits

This study is not designed to cause risk or discomfort to the participants. However, possible risks of the study may be that the participants may experience uncomfortable feelings while candidly sharing reactions and expressing ideas in regards to certain situations that arise during the student teaching practicum. The researcher will openly work with the participants and openly discuss any concerns to alleviate any potential risks. Participants may benefit from the study by gaining greater insight into their experiences during the student teaching practicum. They will likely feel respected and valued for providing important information to the field of physical education pedagogy.

Participation and Withdrawal

I understand that by agreeing to participate in this study I have not waived any legal or human rights. I also understand that I have the right to refuse to participate and that my right to withdraw from participation at any time during the study will be allowed without coercion, prejudice, or negative consequences.

Identification of Investigators and Review Board

If you have any questions or concerns about the research, please feel free to contact:

Glenn Hushman
PO Box 2767
Edgewood, NM 87015
505-449-7123

Gloria Napper-Owen
University of New Mexico
Health, Exercise and Sports Sciences
505-277-2783

*If you have other concerns or complaints, contact the Institutional Review Board
at the University of New Mexico, 1717 Roma NE, Room 205, Albuquerque, NM 87131
Signature of Research Participant*

*I understand the procedures described above. My questions have been answered to my
satisfaction, and I agree to participate in this study. I have been provided a copy of this
form.*

_____

Name of Participant (Please print)

_____

Signature of Participant   Date

Signature of Investigator

*In my judgment the participant is voluntarily and knowingly providing informed
consent and possesses the legal capacity to give informed consent to participate in this
research study.*

_____

Name of Investigator or Designee

_____

Signature of Investigator of Designee   Date

University Supervisor

INFORMED CONSENT FOR PARTICIPANT IN RESEARCH

Project Title: Effects of Socialization during the Secondary Student Teaching Practicum on Pre-service Teachers Application of Theories and Practices Learned in the Professional Teacher Education Program.

Researcher: Glenn Hushman
Department: Health, Exercise and Sports Sciences
Research Advisor: Gloria Napper-Owen, Ed.D

Purpose

The purpose of this study is to investigate the impact of socialization on physical education teacher candidates' application of theories and practices learned within the professional teacher education program during the secondary school student teaching practicum.

Procedure

The proposed study will take place over a period of nine weeks. This study will attempt to capture details and interactions during the student teaching practicum among the cooperating teacher, physical education teacher candidate, and university supervisor. The data collection sources to be utilized in this study are: participant observations, interviews, documentation, and journal entries. Since I will be studying human subjects I will be looking for patterns of daily activity, as well as what the people are doing (behaviors) and, what they are saying (language). During my observations I will journal and audiotape interpretations of the events as they are occurring.

Two interviews will be conducted with the university supervisor. Interviews will be no longer than 45 minutes and will take place in a setting approved by the participant so that he or she will feel safe and secure sharing information with the researcher. The purpose of the interviews is to gather descriptions of events and explanations as to what the university supervisor believed transpired during student teaching in regards to aspects of socialization and application of teaching theory and practice about curriculum, styles of teaching, standards-based education, and authentic assessment. Interviews will be audio-taped in order to allow the researcher to transcribe the content accurately. The material of the interview will be shared with the participant in order to verify the statements are accurate.

Observations will occur at the student teaching placement and will take place two times a week. The researcher's observations will capture details of interactions between the student teacher and university supervisor. All material collected by the

researcher through observation will be kept confidential and in a locked, secure place to which only the researcher and study faculty advisor have access.

Confidentiality/Anonymity

The name and identity of the university supervisor will be kept confidential. Only my academic advisor and I will have access to the identity of the university supervisor. I will keep copies of signed consent forms. All reported data will use pseudonyms with no identifying information. The research data will be kept in a secure, locked location. All audiotapes will be destroyed three years after any publications of the study.

Risks and Benefits

This study is not designed to cause risk or discomfort to the participants. However, possible risks of the study may be that the participant may experience uncomfortable feelings while candidly sharing reactions and expressing ideas in regards to certain situations that arise during the student teaching practicum. The researcher will openly work with the participant and openly discuss any concerns to alleviate any potential risks. The participant may benefit from the study by gaining greater insight into his or her experiences during the student teaching practicum.

Participation and Withdrawal

I understand that by agreeing to participate in this study I have not waived any legal or human rights. I also understand that I have the right to refuse to participate and that my right to withdraw from participation at any time during the study will be allowed without coercion, prejudice, or negative consequences.

Identification of Investigators and Review Board

If you have any questions or concerns about the research, please feel free to contact:

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Edgewood, NM 87015
505-449-7123

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at the University of New Mexico, 1717 Roma NE, Room 205, Albuquerque, NM 87131
Signature of Research Participant

I understand the procedures described above. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been provided a copy of this form.

_____
Name of Participant (Please print)

_____
Signature of Participant   *Date*

Signature of Investigator

In my judgment the participant is voluntarily and knowingly providing informed consent and possesses the legal capacity to give informed consent to participate in this research study.

_____
Name of Investigator or Designee

_____
Signature of Investigator of Designee   *Date*

Program Coordinator

INFORMED CONSENT FOR PARTICIPANT IN RESEARCH

Project Title: Effects of Socialization during the Secondary Student Teaching Practicum on Pre-service Teachers Application of Theories and Practices Learned in the Professional Teacher Education Program.

Researcher: Glenn Hushman
Department: Health, Exercise and Sports Sciences
Research Advisor: Gloria Napper-Owen, Ed.D

Purpose

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One interview will take place with the program coordinator of the Physical Education Teacher Education Program. Interviews will be no longer than 45 minutes and will take place in a setting approved by the participant so that he or she will feel safe and secure sharing information with the researcher. The purpose of the interview is to gather information about the Physical Education Teacher Education Program in regards to curriculum, styles of teaching, standards-based education, and authentic assessment. The interview will be audio-taped in order to allow the researcher to transcribe the content accurately. The material of the interview will be shared with the participant in order to verify the statements are accurate.

Confidentiality/Anonymity

The name and identity of the participant will be kept confidential. Only my academic advisor and I will have access to the program directors identity. I will keep copies of

signed consent forms. All reported data will use pseudonyms with no identifying information. The research data will be kept in a secure, locked location. All audiotapes will be destroyed three years after any publications of the study.

Risks and Benefits

This study is not designed to cause risk or discomfort to the participant. All questions asked of the program coordinator will be in regards to the pedagogy of the Physical Education Teacher Education Program. The program coordinator will not be asked any personal questions.

Participation and Withdrawal

I understand that by agreeing to participate in this study I have not waived any legal or human rights. I also understand that I have the right to refuse to participate and that my right to withdraw from participation at any time during the study will be allowed without coercion, prejudice, or negative consequences.

Identification of Investigators and Review Board

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Name of Participant (Please print)

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Signature of Participant   Date
Signature of Investigator

In my judgment the participant is voluntarily and knowingly providing informed consent and possesses the legal capacity to give informed consent to participate in this research study.

_____

Name of Investigator or Designee

_____

Signature of Investigator of Designee   Date

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